Patterson High School

Teacher: Megan Nichols Lesson Date: Wed, Nov. 9th

Subject: Psychology Unit Title: Lifespan and Development

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  CLG 2.1 Physical & perceptual development | | **Agenda:** *(What is the snapshot of my class flow?)* | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Swbat describe the physical development of newborns and children | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
|  | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Using reading from Monday’s class, create timeline for the development of an infant. | |  |
| 10 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Students will help instructor to update timeline from previous class period (review)  Watch and discuss preview for the film “Babies” –focus questions: Why do most people love babies/have a fascination with babies? How much does a baby change in its first year of life? How much do you think this change is dependent on nature versus nurture? | |  |
| 12 mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will use PP slides with images and guiding uestions to lead students to the day’s key points; teacher will model through PP slides how to take outline format notes.   1. There is no perfect infant; infants develop differently (review) 2. Infant development includes physical, social/emotional and intellectual developments (review) 3. Infants are born with certain inherent capacities, including the grasping reflex and the rooting reflex. 4. An infant’s physical development is a result of both maturation and learning  * maturation is internally programmed growth, whereas learning is a relatively permanent change in behavior due to experience. * Parents should wait until infants reach maturation readiness before pushing them into mastering new skills like walking or talking. Psychologists have developed an approximate timetable for maturation; this helps doctors and other professionals spot problems and abnormalities. | |  |
| 12 mins | **Practice as Class:** (”We do”/guided practice/teacher involved.)  “Don’t look behind you”—teacher will lead students through a CFU game in which one student stands facing the class with an image projected behind them. A “coach” will describe to the player what they see in the picture, and the student will determine a vocabulary term or key concept from the day. | | * CFU visual discovery game |
| 15 mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Students will analyze several scenarios in which people are misunderstanding development of infants/toddlers and correct their misunderstandings. Share out upon completion. | | * Re-work scenarios |
| 20+ mins | **Practice Alone**: *(“You do”/teacher monitors and facilitates.)*  Students will complete the attached raft writing assignment, requiring them to synthesize the day’s key points into a creative writing piece. Students will help teacher develop the rubric prior to beginning the lesson. | | * Raft assignmetn |
| 12 mins | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Exit ticket on past 2 days key points (see attached). Students will take, grade and analyze the results of their work. | | * Exit ticket |
| 5 mins | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Why does this matter?—Ball toss and timed closing, lead by a student to have each student in the room explain why something we learned today matters to the course, to them, to their community, etc. Responses can be content or skill based. | | * Assign/Explain Homework |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Homework: | | * Review |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **2.01 Exit ticket**

1. Create a timeline below that includes key components of development in infants. Include at least 2 physical, 2 social/emotional and 2 intellectual developments. **(3 points)**
2. What is the grasping reflex? **(1 point)**

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1. What is the rooting reflex? **(1 point)**

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1. What is maturation? **(1 point)**

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1. What is learning? **(1 point)**

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1. How can understanding the maturation process help you better understand infants? **(2 points)**

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1. In your opinion, is infant development more dependent on nature or nurture? Explain your reasoning. **(1 point)**

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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.01: Practice Scenarios**

**Directions: The people below are writing to you because they need your help. Provide each person with advice using what we learned today.**

**Scenario 1:**

*My name is Mrs. Worrisome, and I am very concerned about my daughter, Justine. Justine is 4 months old, and she hasn’t begun to walk yet. I saw a You Tube clip recently of a girl who looked about her age waddling around and I am afraid that Justine is not a normal baby.*

*You see, I have very high hopes for Justine’s future—I really want her to grow up and be a star track athlete like her father. I am afraid that she is developing too slow and that this means she won’t be able to become a runner later in life.*

*I have been to the doctor, but he says Justine’s health is completely fine. Even my husband, Mr. Worrisome, doesn’t seem to think that Justine’s inability to walk is a problem. Can* you *offer me any advice on this problem?! What is wrong with my daughter?!*

Your advice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Scenario 2:**

*My name is Sam, and I am 7 years old. I’m scared because I have an alien for a little brother.My brother, Devin, is 11 months old. Everybody thinks that he is the cutest baby they have ever seen, but he is definitely an alien. All day he cries and whines and the weirdest words come out of his mouth. It must be alien language. All he says is “babababaaaaaaa wooooooooooooo.” No real person would say those alien words, right?*

*Another thing that I know makes him an alien. When he was a really little baby, he didn’t move like an alien. Every time I would try to play with him, if I put my finger near his hand, he would grab it like an alien creature! He didn’t need to grab my finger, but the little alien would grab it every time it was close to his hand. Everybody thinks he is so cute…but I know that someday Devin the alien baby is going to do something really crazy that the grown ups will finally notice.*

Your advice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Scenario 3:**

*My name is Tramira, and I am taking a Developmental Psychology class at Gonzaga University, also known as the best college in the world. I am really confused about my research project for this class, and I’m worried that I won’t get a good grade.*

*I have been observing two young twin boys named Joey and Trevor for my research. I am trying to gather evidence about if Joey and Trevor will learn to walk at the same time. My hypothesis is that since they are twins with the same genetic make-up, they will reach these steps at almost exactly the same point in time, but my evidence is proving my hypothesis almost completely wrong!*

*Joey is already beginning to stand on his own, while Trevor is still trying to walk by holding onto furniture. I know that the concept of maturation means that children should grow and develop at the same rate—so why is this happening?!? I am nervous that I shouldn’t study psychology since my hypothesis seems to be completely wrong.*

Your advice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Scenario 4: Create your own, then provide the person with advice.**

The scenario:

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Your advice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**DIRECTIONS**: Choose one of the columns below. Each gives you a role (or character), and audience you’re talking to, a format or type of writing, and a topic. Create a piece of writing based on the details in the row you chose.

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Audience** | **Format** | **Topic** |
| Child | Teddy Bear | A poem | You are learning to walk and/or talk and want to explain this exciting process to your Teddy Bear! |
| Parents | -------- | Texting | A husband and wife are discussing via text message their child’s language skills. The child is 2 years old and can’t speak fluently. One parent is calm, the other is not. |
| Older sibling | Younger sibling | A speech | The need to be patient about learning to walk and talk. |

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